

Questions & Answers for Adult Education Request for Proposals – Part I

1. What is the impact of managed enrollment?

A managed enrollment system provides more structured time frames for enrollment. This means that programs may impose enrollment deadlines and place restrictions on areas such as the number of classes a student may miss. This is not to mean that some of the benefits of open enrollment are not foregone. Programs may plan other options for those unable to start immediately or those that are unable to attend a more structured class setting. These options may include distance learning or self-paced within a learning resource environment.

2. My workplace literacy class must conform to employer needs/schedules. Is that ok with the managed enrollment requirement?

Yes. RIDE realizes there are some programs such as work based project learning, onsite workplace literacy and RI Works that will necessitate more of a flexible model. However, these programs are also encouraged to use a modular service delivery to create meaningful cohort and learning experiences to the extent possible.

3. My program uses a quarterly system. Can I continue with this scheduling as long as it covers the cycle of services as outlined in the RFP?

Yes

4. Do we have to teach math to ESL students? What about assessing ESL students with standardized instructions?

Numeracy includes a range of skills that are necessary for initial survival and for functioning as a fully literate person. In ESL classes both the mathematical skills and the language for these skills need to be integrated into the curriculum in order to prepare the learners to be successful. Although the particular mathematical skills may differ from culture to culture and from context to context, basic skills such as identifying numbers, using measurements, understanding graphs, and solving problems are high on the list of skills everyone needs to master. All programs should be prepared to integrate mathematics into instruction in FY11. Recognizing that this is a complex change for many programs, the first six months can be used for professional development, curriculum development, scope and sequence, etc. Math instruction should begin by February 2011. During this year we will also examine available/applicable assessments and will institute the formal NRS assessment requirement in FY12.

5. Does the math requirement apply to one-on-one tutor programs?

Volunteer organizations will also be required to integrate mathematics into instruction in FY11. Realizing this require significant changes, the same time table as mentioned above is applicable for this program.

6. What are 'support services'?

Support services are the way in which programs help students participate, persist, and engage in learning. These services include areas such as childcare, transportation, counseling, housing and technology access.

7. Are collaborations only allowed under the network structure?

We encourage any collaboration that will facilitate student achievement and outcomes associated with the priorities listed in this RFP.

8. Do all members of the network need to provide letter of intent or just the lead?

Only one letter of intent is required for the network.

9. I want to apply for more than one subpriority. Is this acceptable and can we extend beyond 12 pages if we are approving more than one priority?

Agencies can apply for more than one subpriority. Applicants have advocated that each subpriority be responded to and treated separately. This is acceptable. Please clearly indicate which subpriority you are responding to. The only exception to this would be the expansion of distance learning which could be combined with the other subpriorities. The budgets should correlate to the narratives submitted. Regarding the 12 page limit - each subpriority can be treated separately and submit up to a 12 page response, however we would reiterate that applicants are to be as concise and clear as possible when responding to the narrative as the proposal will not be evaluated on prose writing ability.

10. We have a local foundation that provides funding for student leadership. Can outside student leadership grants be used to match?

Yes, this funding may be used as a match as long as the activities support the request for funding.

11. If two programs are collaborating how do we depict shared resources, budget and match?

Collaborations can be proposed at many different levels. It can range from an MOU to submittal of a joint proposal. If there is a partnership to provide complementary services, this should be clearly depicted in an MOA with references in the program narrative. Budgets will reflect the individual agency. Other collaborations may include a lead agency submitting for one or more partners. In this case the budget would represent all the partners and the proposed services. RIDE would consider the lead agency as the applicant and fiscal agent. In either case the match requirement of 25% must be met.

12. For a network, can you cross over regions or not include every town in a region?

Applicants may cross over regions if it is a boundary that is logical for the proposed activity and the student services. This should be described in your narrative response.

13. If there is no tuition do we just not include the street or sign it?

Address the form as Not Applicable, sign it and include in package.

14. Does the disabilities person need a degree or title?

The requirement is for all programs to designate a staff person (or persons) who is trained or will receive training in screening, assessment and instruction of adults with learning disabilities. It is not a particular position assignment and at this time comes with no designated requirement around specific qualifications.

15. Is EFL determined by lower level?

If multiple skill areas are assessed and the student has differing abilities in each area, NRS policy requires that the program place the student according to the lowest skill area as noted in the NRS Implementation guide.

16. Can a student test out of having to take math?

Yes, similar to ESL or reading, CASAS scores determine the relevant NRS level. If a student tests higher than a 300 on the CASAS math test he/she is not appropriate for Adult Basic education services in the math subject area.

17. Is it optional or not for ESL students to do math and reading?

Beginning in January 2011, ESL students must have access to math content. This may call for modifications in the curricula and in the delivery of instruction which can be done during the first six months of the grant. By integrating math and language teaching, innovative techniques can provide experiences that bridge gaps in ESL students' math knowledge, expand their communicative competence in English, and ultimately prepare them for success in future math coursework.

18. Matching resources can it all be in-kind?

Yes, it can be all in-kind.

19. Can we use the RIDE application for the Local Workforce Investment RFP?

While you can not use the RIDE application as a response for the contextualized education RFP released by the local workforce investments boards, you can use the narrative response from the LWIB application when responding to the RIDE subpriority of expansion of adult education that is contextualized and supports career pathways for youth and adults.

20. Will there be a place to adjust/add priorities over the course of 5 years?

Funding as well as changes in statute may constitute the adjustment of priorities over the five year period. Programs will renegotiate each year on performance targets/outcomes.

21. Can contextualized learning be used to serve beyond data of employment?

According to NRS regulations, employment outcomes can only be counted during the quarter after exit. What this means is that programs will need to separate students from their program to achieve the outcome. Employment follow-up and support are eligible activities.

22. Can programs submit a creative solution to summer programming different from dates indicated in managed enrollment?

RIDE realizes there may be a reason to deter from a traditional summer program. If programs are operating on an alternative summer schedule due to issues such as children/facility schedule, it should be indicated in the narrative response.

23. Can case management be job-related?

Case management related to employment is an acceptable activity under this RFP.

24. What are expectations around family literacy?

Programs submitting for family literacy should be prepared to offer at least four components: adult education for parents, early childhood education, parent education and interactive literacy activities for both parents and children.

25. If program is smaller than \$200,000 does it need a partner?

No, the RFP is not mandating partners for the smaller programs, however these smaller programs are highly encouraged to look at potential partnership to allow their students access to a full spectrum of services.

26. Can a case-manager be full time?

Yes, case management can be full time if the student enrollment/program offerings dictate a full time employee in that capacity.

27. Will this RFP provide RIDE Funding for technology?

Equipment and educational software (such as My Skills Tutor) for distance learning are allowable expenses under this grant. It is also allowable (and recommended) that technology be used to enhance instruction. At this point, instruction around explicit software application (such as desktop publishing) is not an allowable expense with this funding.

28. If applying for both this and workforce board how can we do it if the timelines are different?

Budget and outcomes for each initiative should reflect the given timeline of the grant proposal. They do not need to be exactly the same.

29. What is the expectation with getting people out there into jobs?

RIDE understands that the economy will continue to have an effect on the employment outcome. When setting outcomes for the employment measures programs should look at state targets and take into consideration the type of program and demographics of the students. Programs should also be aware that employment outcomes are realized during the quarter after exit.

30. Under “Eligible AE Providers” If this is my first time as a new organization how can I demonstrate that I am fit for this?

If the bidder is a new organization it should clearly state in the narrative section their previous experience with adult education.

31. If I apply for the RIDE grant do I also have to apply for the stimulus RFP with the lwibs?

No, it is not a requirement that you bid on both. An applicant can chose to bid on one or the other or both.

32. If I did not attend the DLT RFP bidders’ conference but wanted to apply can I still submit for both RIDE and DLT?

No you can not apply for the LWIB contextualized application if you did not attend the bidders’ conference. However, you may want to check with partners as there could be an opportunity to partner with someone who did attend the bidders’ conference.

33. If I get funding from another source do I leave it out or do I add it in and call it a match?

The first concern is that the match must be something that supports the program. In many cases funding from another source may be used as a match, however only nonfederal resources may be used to meet the matching requirement and the resources must follow match guidelines (i.e. can not support objectives of a different program). If there are specific questions around match contact Ray Capotosto at RIDE.

34. Why should I integrate technology into instruction?

Research has shown that the integration of technology in adult education does not only enhance learners’ academic performance, but it also promotes their learning motivation, autonomy and their continued use of literacy skills that will enable them to become lifelong learners. When technology is integrated into instruction the teacher remains the primary coordinator of instruction and the extent to which technology is integrated with traditional instruction depends upon both the teacher's style and the kind and type of technology available. Use of technology to complement instruction extends the instruction beyond the knowledge and experiences of the teacher and can also provide opportunities for the teacher to learn.

35. According to the recent census, what is the salary range for teachers in adult education?

The recent adult education census indicate current salary range for teachers is from \$18.00 – \$35.00 an hour. Higher hourly rates of over 30.00 tend to be related to union regulations.

36. Definition of CCRI dual enrollment?

Identifying adult education models that help adult learners avoid cycles of remediation at the beginning of their college careers is more likely to produce students who can persist and obtain a postsecondary education credential. Given this the term “dual enrollment” refers to an arrangement where students are enrolled in courses that include adult basic education and a college course.

37. If applying for the network should each agency interested in the planning phase must submit answers to the questions in Part D or should the lead agency only respond in that proposal for all interested members?

Each network should submit one response to the questions from Part D.

38. Under priority 2, can more than one region be served if the provider is located in more than one region?

Yes, more than one region can be served.

39. Can we hire a teacher to provide the vocational training in a contextualized program or do we have to partner with an agency that already has this capacity?

Vocational trainers can be hired, however remember that the skills component must be endorsed by the industry and the instructor should be well versed in the necessary skills.

40. The contextualized programming is the program term one year with a new class entering each year?

Although budgets will be for one year, training does not have to be for one full year. Applicants should determine appropriate length of time depending on the literacy level targeted and occupation/skills being offered.

41. Is it permissible to offer incentives to participants for attending class/program sessions? For example if we offer parenting workshops in the evenings as part of a family literacy program can we pay for gift cards or food to encourage people to come?

No, grant funds can not be used for incentives or food.

42. If participants who have a high school diploma or GED and test into the ASE level. We assume they would not have “obtain high school diploma” as a goal. Is that correct?

That is correct. Programs can serve individuals who have a credential but test at the ASE level (or a lower NRS level). Although it is standard that students at the ASE level set high school credential as a goal, this goal would not be appropriate for these students.

43. What is the age range for the aged out youth population?

The age range is 18 – 21.

44. Is professional development (conference, stipends) considered administrative?

No professional development is a program cost.

45. Can network funding be used to have a consultant help us work through the major items needed for an MOA? What is needed in the initial MOA?

A consultant would be an allowable expense. The initial MOA must list all the expected partners and must have dated signatures of the Executives and board chairs for all agencies that intend to make up the network. It also must state that the agencies understand that creation of a full continuum of services is required.

46. Within the narrative can bullets be single spaced?

Yes, bullets can be single spaced.

47. Do programs have to follow PUMA regions to form a network?

No. Networks may cross over PUMA regions if it is a boundary that is logical for the proposed activity and the student services. This should be described in your narrative response.

48. Is there a resource list for agencies/professionals that do ethnically diverse case management, especially for ESL learners?

No there is not a resource list currently available. Given the new requirement of case management options for all this is something that should be developed. CAP agencies always have a wealth of knowledge around case management and community.

49. What agencies and resources are working on pre-prison release education planning and follow-through for inmates?

There is currently not a state-wide list for these services. A good resource for this information would be the educational unit at the ACI.

50. Can an agency write that they would like second year funds to continue funding the programming that gets supported for the first year through the DLT stimulus RFP?

As the budget and program narrative relate to FY11 support the contextualized education priority, applicants should ask for resources to support that program during the time period from 7/1/10 – 6/30/11.

51. Are we in a level funding environment?

Programs should be aware that we are currently working with the assumption that there will be a level funding environment or one with fewer resources. Programs should be diligent with budget requests not necessarily related to what had been received in the past, but what is necessary for the proposed activity.

52. I am unclear if applicants can propose to continue a GED program – not the college ready ASE model?

Although fast track GED programs are permitted, priority will be given to ASE for college and career initiatives. If programs chose to submit a fast track GED program they should be prepared to articulate the urgent need for participants to attain their GED in the short term such as to be able to satisfy job requirements or enter the military.